The Marion Coast Student Learning Rounds are designed for children and young people to collaborate with leaders and teachers to conduct observations of learning, collate findings and make recommendations that contribute towards structures for improvement across the local partnership to support pedagogic shift in sites. *

**WHO?**
- 5 children and young people from each site (preschool to secondary) will be trained initially to become Student Learning Observers.
- Site teams will be accompanied by a leader and a teacher

**WHEN?**
- Student Learning Rounds Teams from across sites will participate in 5 sessions together throughout the year
- Learning observations will occur during week 4 to week 8 during Term 2 and 3.

**LEARNING OBSERVATIONS:**
- Student Learning Observers will be looking for examples of intellectual stretch in Numeracy and Mathematics.
- Learning observations only occur in learning environments and classrooms where a teacher volunteers their involvement.
- Student Learning Rounds Teams share their findings with the other site teams across the partnership, work together to collate their findings and make recommendations to Marion Coast Partnership leaders.

**DATA COLLECTION:**
- TfEL Compass partnership survey
- Self-efficacy data

**WHAT IT'S NOT...**
- An evaluation process of teachers
- Mandatory

When talking about the learning rounds with your staff it is essential to address the following points. We need to ensure that the language we use when discussing the learning rounds is super clear and consistent. This is important to maintain the safety of all those involved.

**KEY POINTS:**

- This is **not** an evaluation process of teachers.
- Teacher participation in the Learning Rounds is **voluntary**.
- Student Learning Rounds is about bringing children and young people into the story about learning. Through their involvement they will better understand themselves as learners and the learning process.
- Student observers will observe **learning** and gather examples of intellectual stretch in Numeracy occurring in classrooms and learning spaces. This connects to site and partnership priorities.
- Observations are strengths based and **not evaluative**. Learning Observers will not make evaluations based on what they observe.
- The Student Learning Rounds are designed to explore opportunities for increased learner engagement.
- The Student Learning Rounds process will allow the partnership to gather information from across all levels of schooling; pre-school to senior secondary, and share examples of intellectual stretch opportunities.
- Only teachers willing to participate will be involved in the process (similar to an adult instructional rounds process).
- Confidentiality will be maintained throughout the process. Participating teacher and student names will be removed from all documentation and observation notes.
- The Student Learning Rounds is an initiative designed by Marion Coast Partnership students in the TfEL PILOT to strengthen the learning community in our local area.

| Term 1 | **Student Learning Rounds Session 1**  
Tuesday 5th April (week 10)  
Sheidow Park Primary School | Focus:  
• Setting protocols  
• Getting to know each other  
• Setting the context (intellectual challenge) |
|---|---|
| **Term 2** | **Student Learning Rounds Session 2**  
Wednesday 18th May (week 3)  
Sheidow Park Primary School | Focus:  
• Learning to be observers  
• Non-evaluative language, strengths based  
• Observation process |
| **Student Learning Rounds occurs in individual sites**  
week 4 – week 8 | **Student Learning Rounds Session 3**  
Wednesday 29th June (week 9)  
Sheidow Park Primary School | Focus:  
• Site teams reporting back  
• Collate and analyse findings |
| **Term 3** | **Student Learning Rounds Session 4**  
Wednesday 10th August (week 3)  
Sheidow Park Primary School | Focus:  
• Recommendations created |
| **Student Learning Rounds re-occurs in individual sites**  
week 4 – week 8 | **Student Learning Rounds Representative Group presents recommendations at Partnership Meeting**  
Thursday 22nd September (week 9) | |
| **Student Learning Rounds Session 5**  
Wednesday 28th September (week 10)  
Sheidow Park Primary School | Focus:  
• Reflecting and reviewing processes  
• Celebration of successes  
• Next steps |
Focus: Student Learning Observers conduct learning rounds in their site, collate findings and make recommendations based on intellectual stretch in Numeracy.

- Learning observations will only occur in lessons where the teacher has volunteered to be involved.
- Learning observations will occur in the area of Numeracy or Mathematics.
- Each learning observation will be for 20 minutes.
- The Learning Rounds process will be supported by the nominated adult supporter (lead teacher/leader).

Suggested day structure:

| Session 1  | Introduction and welcome  
| (20 minutes) | Revisit protocols |
| Learning observation 1  | Student Learning Observers conduct observations of learning looking for examples of intellectual stretch in Numeracy.  
| (20 minutes) | |
| Learning observation 2  | Student Learning Observers conduct observations of learning looking for examples of intellectual stretch in Numeracy.  
| (20 minutes) | |
| Learning observation 3  | Student Learning Observers conduct observations of learning looking for examples of intellectual stretch in Numeracy.  
| (20 minutes) | |
| Session 2  | Team shares findings:  
| (30 minutes) | Write the things you saw and heard onto separate sticky notes (individual)  
| | Share with the team  
| | Team explores and discusses the following:  
| | Are each of the sticky notes related to stretch thinking? If not, discard. |
| Break | |
| Session 3  | Team analyses findings:  
| (30 minutes) | Can we group the sticky notes in some kind of way?  
| | Which ones are the same? Why?  
| | Which ones are different? Why?  
| | Are there any patterns?  
| | What does this make you think?  
| | What does this make you wonder?  
| | Remember protocols – not evaluative |
| Session 5  | Team prepares findings to share:  
| (30 minutes) | What are the big ideas to share with the Marion Coast Student Learning Rounds Team?  
| | Present your findings in a visual way for session 3 |
Team rotates through classrooms and learning spaces together
(20 minutes per learning observation)

Observing for: examples of stretch thinking questions (intellectual stretch)
in Numeracy and Mathematics
How many stretch thinking questions are asked?
How many recall questions are asked?
What types of stretch thinking questions are asked?

Team shares findings:
- Write the things you saw and heard onto separate sticky notes (individual)
  - Share with the team
- Team explores and discusses the following:
  Are each of the sticky notes related to stretch thinking? If not, discard.
  Can we group the sticky notes in some kind of way?
  Which ones are the same? Why?
  Which ones are different? Why?
  Are there any patterns?

Team analyses findings:
Remember protocols – not evaluative
What does this make you think?
What does this make you wonder?

Team prepares findings to share:
- What are the big ideas to share with the Marion Coast Student Learning Rounds Team?
- Present your findings in a visual way for session 3
Observation number: ________________  Date: ________________

Student Learning Observer name: _____________________  School: ____________________________

I'm looking and listening for: ____________________________________________________________

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